

ABSTRACT

Septina Kurnia Fazrin (2017): THE ANALYSIS OF TEACHER'S FEEDBACK DURING STUDENTS' SPEAKING ACTIVITY (A Case Study at 11th Grade Students of SMA Negeri 1 Bojongsoang, Bandung)

People's language mastery is referred to how well they speak. However, some students feel that learning speaking is difficult. Although they have learned English for years, they are still not able to communicate fluently in English. One of the factors that influence this situation is teacher's feedback during students' speaking activity.

Therefore, this research formulates three research questions: (1) What kinds of mistakes are made by students in speaking?, (2) What kinds of feedback strategy are used by the teacher?, (3) What is the students' perception toward the feedback strategy used by the teacher?

This research uses qualitative approach with case study as its research design. It involves three instruments, they are observation; questionnaire; and interview. The data is conducted in SMA Negeri 1 Bojongsoang Bandung. It is involved one English teacher who teaches the class 11 Social 4 and ten students who perform their speaking in front of the class as respondents.

The findings show that grammar mistakes is the most mistake made by the students. It is followed by pronunciation mistakes and vocabulary mistakes. Meanwhile, the teacher's feedback strategy that is used by the teacher is GAS (Giving Answer Strategy) and PAS (Prompting Answer Strategy). Students' perceptions toward the way their teacher gives feedback are mostly positive. The students prefer the teacher using GAS strategy in giving feedback. They also agree that the teacher's feedback is motivated, that the teacher's feedback gives them benefit, and that the teacher's feedback is clear.

The research provides the whole sequence of the investigation about teacher's feedback on students' speaking activity. Related to the findings, there are suggestions for the English teacher and the students. For the English teacher, giving feedback to the students speaking is important to do because it is motivating and gives them benefit. In addition, choosing a compatible strategy in giving feedback is also needed. For the students, they need to be more careful in their speaking especially in using grammar. Moreover, students need to speak more so that they can use to apply the feedback given by the teacher and apply the material taught by the teacher. Therefore, students speaking skill would be better.